



Serving Infants and Toddlers with Disabilities

Jessica Abner

April 20, 2023

Welcome



**You are welcome here...
You are valued...
You are wanted...
You are loved...
You are appreciated...
Thank you for being YOU!!**



KENTUCKY
GOVERNOR'S OFFICE OF
EARLY CHILDHOOD
READY TO GROW, READY TO LEARN & READY TO SUCCEED

Who am I?

christian
teaching outdoor
learning
mom
documenting
wife daughter
music sister
photography traveler



Who are you?



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Overview & Outcomes

Overview

How do we support and serve infants and toddlers with disabilities?

Access = Inclusive Environments

Participation = Observation & Planning

Support = Communication & Partnerships

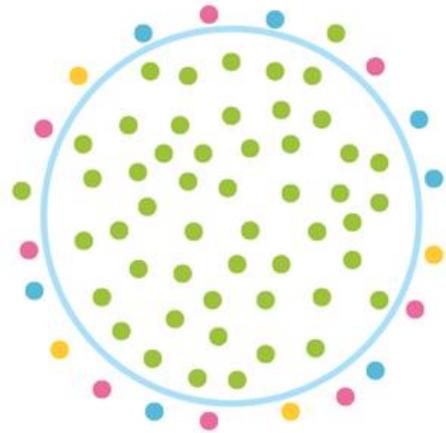
Outcomes

- Understand what inclusion means as it pertains to early education
- Define UDL
- Learn how to implement best practices that promote:
 - ◆ Access
 - ◆ Participation &
 - ◆ Support

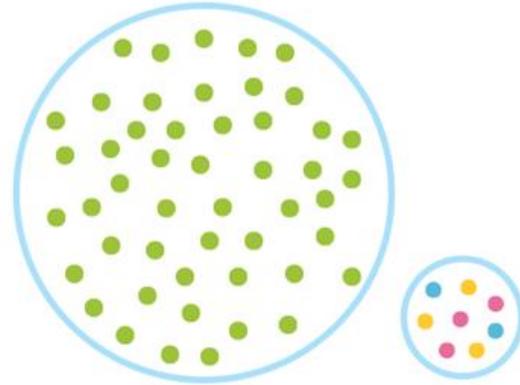


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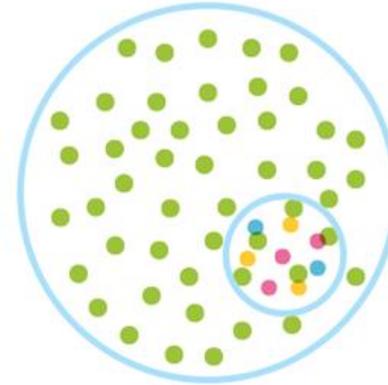
What is Inclusion?



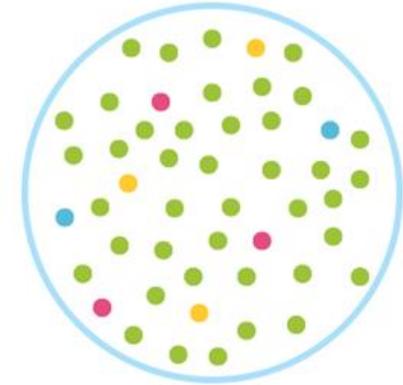
Exclusion



Segregation



Integration



Inclusion

NAEYC Definition of Early Childhood Inclusion: embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

Inclusion for Infants and Toddlers

- Acceptance
- Compassion
- Patience
- Understanding
- Commitment
- Teamwork



UDL in ECE

- **UDL = Universal Design for Learning**
- **UDL = intentional environments created with a variety of abilities and learning styles in mind**
- **UDL = 3 main principles**
 - ◆ Curriculum
 - ◆ Physical Environment
 - ◆ Relationships



Access - Creating Inclusive Classroom Layouts

Ask yourself...



- Does the environment set up promote safe and easy access to materials while also promoting independence?
- Are pathways clear and wide for safe passage and easy movement?
- Do you have varied seating/lying options (mats, cushions, rugs, specialized seating, etc.)
- Are there any considerations to sensory related environmental disturbances (noise, lighting, visual stimulation, etc.)



Access - Inclusive & Diverse Materials

Ask yourself...



- Do you have materials that are varied and diverse in size, texture and shape for varied accessibility?
- Are you utilizing teacher made materials to demonstrate creativity and flexibility?
- Does your classroom have materials that represent different linguistic abilities?
- Do the children have access to different types of equipment to push, pull, crawl and climb on in appropriate ways?

Access - Establishing Meaningful Connections

Ask yourself...



- Have I been truly present when interacting with the children today?
- Did I make the most of powerful teaching moments or let them pass by?
- Am I showing each child in my classroom the same respect that I would show another adult?
- Am I a caregiver that the child can trust?



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Time to share!



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Participation - Meaningful Observations

Becoming a reflective teacher

Quality

Have a focus

Be present and intentional

Ask for support

Reflect

Consistency

Have tools easily accessible

Utilize pictures and video

Collect work samples when appropriate

Create a system for portfolio building



Participation - Assessment

Developmental Screening & Assessment

Use research based tools

Establish a system for screening and assessment and use your observations to support

Involve each family in the process so they can share what they are seeing too

Be consistent!



ASQ-3 Ages & Stages Questionnaires®
48 Month Questionnaire
45 months 0 days through 50 months 30 days

Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: 11/18/2008

Child's information

Child's first name: John Middle initial: X Child's last name: Smith
Child's date of birth: 11/12/2004 Child's gender: Male Female

Person filling out questionnaire

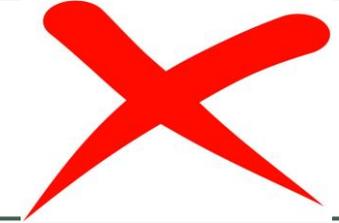
First name: Jane Middle initial: Q Last name: Smith
Street address: 123 Center Street, Apt. 9 Relationship to child: Parent Guardian Teacher Child care provider
 Grandparent or other relative Foster parent Other:
City: Anytown State/Province: MD ZIP/Postal code: 21230
Country: USA Home telephone number: 410-555-0155 Other telephone number: 410-555-0189

E-mail address: _____
Names of people assisting in questionnaire completion: _____

Program Information

Child ID #: 00123456789000000
Program ID #: 98765432123456789
Program name: Anytown Preschool

P101480100 Ages & Stages Questionnaire®, Third Edition (ASQ-3™), Squires & Bricker © 2009 Paul H. Brookes Publishing Co. All rights reserved.



OCCUPATIONAL THERAPY
Skills Checklist
EARLY CHILDHOOD

CHILD'S NAME: _____ DOB: _____
SCREENER: _____ SCREEN DATE: _____

0 - 3 MONTHS SKILL	FINE MOTOR/VISUAL MOTOR/SELF-HELP SKILLS		COMMENT
	YES	NO	
Tracks contrasting visual stimuli from side to midline			
Looks at hands			
Clutches and pulls at clothing			
Blinks at sudden visual stimuli			
Follows with eyes upward			
Scratches at blanket with fingers			
Grasps rattle briefly			
Arms become active at the sight of colorful rattle			
Bears some weight on forearms while on belly			
Follows with eyes downward			
While on back, briefly brings hands together at midline			
While on belly works to momentarily lift and turn head			

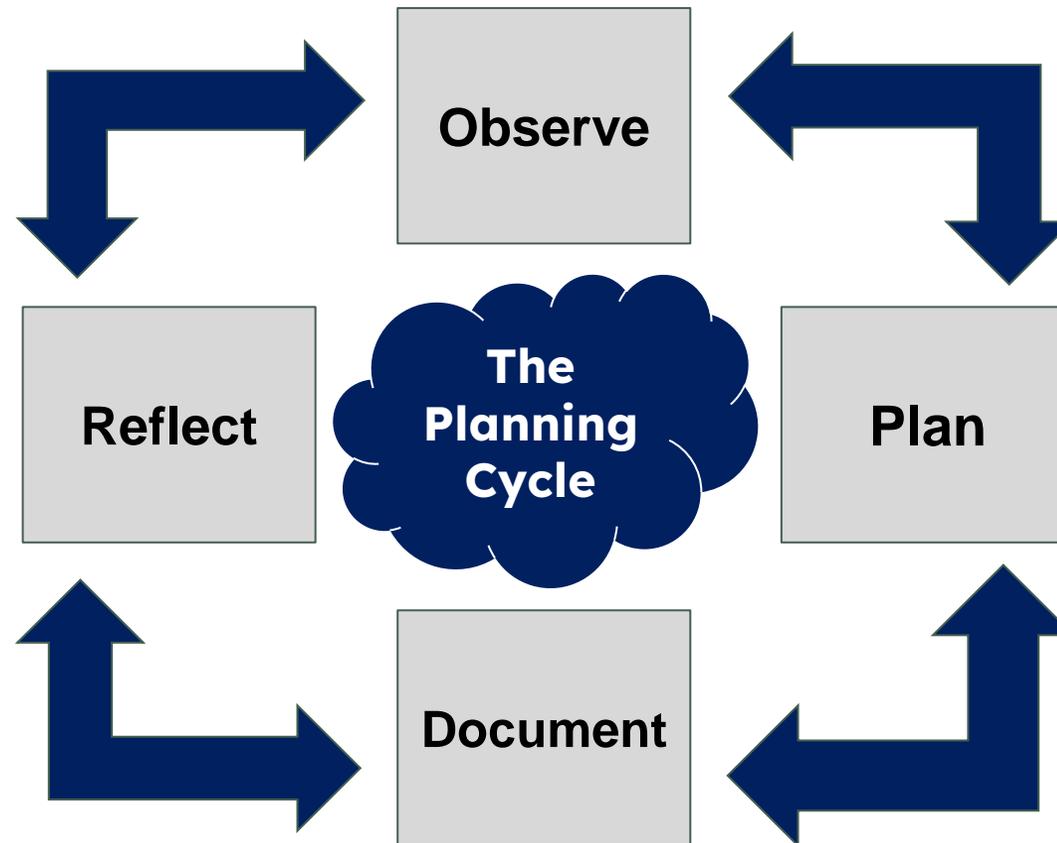
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Participation - Intentional Planning

Individualized & Group Planning

It is important to consider every child as an individual when developing your lesson plans. But this is even more important when you have children with special needs and disabilities in your classroom.

In these cases, it is even more important to ensure you are planning for that child(ren) and making every effort to ensure their specific needs are met so they can also succeed along with their peers.



Time to share!



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Support - Partnerships



Partnerships with caregivers and families should start before the child even enters the child care facility.

Establishing positive, nurturing partnerships between caregivers and families, models caring relationships for children.

The youngest of children can sense positive communication and partnerships. When they see you communicating kindly and consistently, it sends a message that promotes trust and safety.

Establish a space in your classroom or center where a child's "team" can meet to celebrate successes, solve problems and collaborate on solutions regularly.

Parent & teacher partnerships start before day one!

Support - Communication

Remember with any and all communication efforts:

- Timing is important
- Use resources to create and maintain positive mindsets and strategy before any difficult conversation with a family
- Be consistent
- Encourage open and honest communication, even when it is uncomfortable
- Compassion and empathy are KEY



Communication is not a “one and done” task!

Support - Rights, Needs, and Advocacy

Parents' Rights

- To be treated with respect
- To be heard
- To help make decisions about your family
- To know about your child's physical and mental health
- To know about, and make decisions regarding, educational progress and needs
- To maintain contact with your child

-Safe
-Happy
-Healthy
-Loved
-Given attention
-Appropriate services

Child's Needs

- To be safe
- To be healthy
- To receive an education
- To receive appropriate, needed services in order to be safe and healthy
- To be given love and attention
- To have adults they can count on
- To grow up with their family of origin whenever possible

Why Advocate?
"Unless someone like you cares
a whole awful lot, Nothing is
going to get better. It's not."
- Dr. Seuss, The Lorax



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Wrap-up

- Understand what inclusion means as it pertains to early education
- Define UDL
- Learn how to implement best practices that promote:
 - ◆ Access
 - ◆ Participation &
 - ◆ Support

- Inclusion encompasses values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities.
- Universal Design for Learning
- **Access**
 - ◆ creating inclusive environments
- **Participation**
 - ◆ observation, assessment & planning
- **Support**
 - ◆ partnerships, communication, parent rights, child's needs & advocacy



Resources

- CDC Milestones: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Ages and Stages Questionnaires: <https://agesandstages.com>
- Kentucky Watch Me! FREE training: <https://www.childcareawareky.org/training/>
- Kentucky First Steps:
<https://www.chfs.ky.gov/agencies/dph/dmch/ecdb/Pages/keis.aspx>



Contact Information

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